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CAREER DIRECTIONS

A. RATIONALE AND PHILOSOPHY

Individuals make career plans and decisions in different ways, at different times and for different reasons. Some students know what they want to do when they leave senior high school. Many do not. Career decisions are personal and continue throughout life as goals and opportunities evolve.

Senior high school students, supported by their parents and families, are responsible for making and implementing career plans. Schools and other key community partners can help students in the career planning process by providing ready access to the information, personal coaching, and learning/work experiences each student needs in order to make informed choices.

Career Directions supports Grade 10–11–12 students' career planning by helping them:

- document and connect their experiences, interests, aptitudes and competencies,
- investigate the wide range of opportunities they have to learn and work, and
- align their formal and informal learning experiences with their evolving career goals.

Career development is an investment in the future, both from a personal and from a societal perspective. By developing a career portfolio and completing annual learning/career plans, students develop a set of practical tools they can use in their transition into the workplace and post secondary learning. As well, they will better understand the process of career planning—a skill they can use throughout their lives.

Individuals who apply effective career planning skills and are wise consumers of career and labour market information will be more capable of responding to social and economic changes, more able to identify opportunities for ongoing growth, and more likely to move successfully into adult roles as contributing and enterprising citizens.

Program General Outcomes

To earn senior high school credits in Career Directions, a student will:

- develop a composite picture and evidence of competencies developed through formal and informal learning experiences in the home, school and community (career portfolio)
- outline two or more plans that link personal goals to present and future learning and work opportunities (career plan)
- establish and monitor short- and long-term plans to improve their ability to demonstrate essential competencies and learning in a wide range of contexts (annual learning plan)
- demonstrate effective career planning skills.

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PROGRAM ORGANIZATION AND DELIVERY

Program Organization

Career Directions is designed to complement the many other career development programs and activities being undertaken for children and youth by parents, schools and their community partners.

Career Directions provides an instructional platform for senior high schools to allocate teaching and related support resources to help students develop a career portfolio and annual learning/career plan.

Career Directions is organized into three, 1-credit courses:

1. Portfolio/Career Plan: Foundations (Introductory)
2. Portfolio/Career Plan: Expansion (Intermediate)
3. Portfolio/Career Plan: Transitions (Advanced)

The program identifies four general outcomes and each 1-credit course identifies a set of competencies (course general outcomes) that students must demonstrate in order to be successful in each course. In addition, specific outcomes have been defined to clarify the increasing expectations across the three courses. Standards for student success involve:

- demonstrated research, action planning and problem-solving, skills
- completion and presentation of various products and activities.

The outcomes included in each course are organized around the following three themes:

- career portfolio development—collecting, selecting, organizing and presenting career-related materials
- learning and work investigation—understanding the career planning process and investigating a variety of work/learning options
- personal management—establishing and implementing action plans for personal growth.

Program Delivery

Career Directions is an optional program. Schools choosing to offer Career Directions should deliver the three, 1-credit courses to students in grades 10, 11 and 12 respectively. The 1-credit courses are sequential and cannot be challenged. Credits earned may be applied toward an Alberta High School Diploma.

Preferably, schools will timetable each 1-credit course to ensure frequent, scheduled student–teacher interaction throughout the school year. Full year scheduling recognizes the evolving nature of the career planning and decision-making process, providing time students need to frame and implement their action plans for self-improvement and to investigate a range of learning–work options.

Schools can implement Career Directions in a variety of ways, such as:

- integrate Career Directions courses within teacher/faculty advisor programs
- connect Career Directions with specified core or optional courses offered at each grade level; e.g., courses from the Career Transitions strand of Career and Technology Studies
- offer Career Directions as individual study/tutor programs.

The Career Directions courses can provide a "career development" framework for many regular school activities, such as registration and course selection, parent–school liaison and progress reporting.

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Program Connections

Alberta Learning supports the implementation of a Comprehensive Career Development System (CCDS). The CCDS asks school systems and schools to establish a developmental, coordinated, systematic approach to help every student make effective career plans and make a successful transition into the workplace or post-secondary programs. Ten action areas, with specific outcomes, have been identified to help school systems implement the CCDS: personal planning, family involvement, career information, experience of work, relevant curriculum, professional development, community partnerships, structured pathways, quality assurance. These action areas are interdependent. For example, action taken to improve career information will impact personal planning and family involvement

Career Directions helps schools address three action areas: personal planning, family involvement and career information.

As well, the CCDS encourages key players to adopt common terminology to better understand the various career development processes, as well as to identify related resources. The CCDS identifies the following career development processes:

- *personal management*
- *life/work exploration*
- *career building*
- *work preparation*
- *career* transitions

Career Directions addresses all five of these processes in the following ways:

- *personal management:* Students reflect on their interests, aptitudes, values, work preference and goals. They assess their essential competencies and establish action plans for improvement

- *life/work exploration:* Students investigate a minimum of two new occupations/industries in each course and learn to access and assess career and labour market information

- *career building:* Students develop and maintain a career portfolio, including targeting their material when preparing applications, and going to interviews. They have access to "career coaches" to help them work through the career planning process

- *work preparation:* Students inventory and reflect on the academic and technical skills they now have and outline learning plans for enhancing those competencies in order to expand their career options

- *career* transitions: Students have help to prepare applications for workplace and post-secondary education, access scholarships, grants and loans and establish support networks.

Career Directions recognizes that students have already had opportunity to learn about the career development process and identify learning and work opportunities. A key benefit of Career Directions is in providing an opportunity for students to consolidate and document their thoughts, plans and resources, and to use that background to establish concrete plans for the future.

Chart No. 1 describes the focus of career development in elementary, junior high school and senior high school programs. As career development is a lifelong process, a description is also included for adults.

At present, the delivery of these programs may not be coordinated fully between grades, courses and/or schools within a school system. Therefore, teachers may wish to determine the career development activities undertaken, and which career resources have been used in elementary and junior high school programs.

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Chart No. 1: A Developmental Model for Career Programming

Career Planning Processes	Elementary *(Be Aware)*	Junior High *(Explore)*	Senior High *(Investigate)*	Adult Roles *(Apply)*
Personal Management	Build self-awareness →	→	→	→
	Develop life skills →	→	→	→
Life/Work Exploration	Dream, experience, learn about various roles and responsibilities	Link interests, skills and values to future activities	Link interests, skills and values to career plans	Scan environment for work and learning opportunities
		Explore learning/ work options	Investigate learning/ work options and paths	
Career Building		Outline learning and work goals	Build career tool kit and identify two or more transition plans	Maintain and enhance career tools
Work Preparation			Develop entry-level competencies (marketable)	Upgrade/expand competencies
Career Transitions			Implement plans for transitions	Make strategic career shifts

All core and optional courses can help students meet the outcomes of the Career Directions courses.

- *Provide "portfolio-friendly" assignments and feedback.* As students develop their career portfolios, they are required to inventory their competencies—academic, technical and essential (employability). To do so, they need to draw on their experiences in the various courses they have taken or are taking. They document what they have learned and identify appropriate examples of work that could be included in their career portfolios as evidence of those skills.

- *Integrate applied learning experiences as much as possible.* Students connect what they are learning in a course to applications in the home, community and workplace by integrating concrete examples and activities into the instructional process.

- *Connect courses to careers.* Many students make career decisions based on whether or not they enjoy a particular subject area. They identify occupations and industries that use the skills being learned in the course.

- *Provide explicit feedback on essential (employability) skills.* Enhancing the essential "soft skills", such as teamwork, resource management and problem solving, is often key to success in learning and interacting with others. When provided with explicit feedback, students become more aware of their strengths and more confident that they can apply them in other contexts.

As described above, all courses can contribute to career development. Career Directions, along with the following career-specific courses, helps students learn the career planning process, develop a career tool kit, explore learning and work options and obtain workplace experience in various occupations and industries.

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- Health and Personal Living Skills 7–9
- Career and Life Management 20[1]
- Career Directions
- Career and Technology Studies
- Work Experience 15–25–35
- Work Study (off-campus delivery of any core or optional course, job shadowing
- Career Internship 10 (in pilot)
- Integrated Occupational Program
- Green Certificate Program (in pilot)

Chart No. 2 describes how these career-related courses support the career development processes.

Chart No. 2: Career-specific Programs/Courses

	Focus of Career-specific Courses											
	ALL STUDENTS			MANY STUDENTS			SOME STUDENTS			A FEW STUDENTS		
	BASICS—Students learn about career planning process and develop a basic "tool kit".			*EXPLORATION*—Students enhance their career tools and investigate various career options.			*TARGETS*—Students investigate career options and build entry-level competencies.			*SELECTION*—Students build marketable competencies in a selected occupation/industry.		
CAREER DEVELOPMENT PROCESSES	Health and Personal Living Skills 7–9	CALM 20[1]	Career Directions[2]	Career Transitions 1010, 2010, 3010	Work Experience 15	CTS (Introductory Level)	CTS (Intermediate, Advanced Levels)	Work Experience 25–35	Integrated Occupational Program 16–26–36	Registered Apprenticeship Program	Career Internship 10[3]	Green Certificate Program[3]
Personal Management	Students set goals and establish personal development plan.			Explicit attention is paid to essential competencies that are relevant to curriculum and students' personal development plans.								
Life/Work Exploration	Students identify and investigate a variety career options that build on their personal strengths and interests.			Students experience various forms of work, and learn about workplace expectations.			Students meet and anticipate workplace expectations, and develop marketable competencies in specific occupational areas.					
Career Building	Students develop life skills/career "tool kit."[4]			Students tailor their portfolio for specific applications with the help of teachers, mentors and work site supervisors.								
Work Preparation				Students develop marketable competencies—occupation and industry specific—with the help of teachers and work site supervisors.								
Career Transitions				Students identify employment opportunities with the help of teachers, work site and career centre supervisors.								

[1] CALM 20 (Career and Life Management 20) is being revised under Life Skills 10, which is scheduled for provincial implementation in September 2001.

[2] Career Directions courses are designed for all students, but are not required for a high school diploma.

[3] Curriculum is in pilot and scheduled for optional implementation in September 2000 and provincial implementation in September 2001.

[4] "Tool kit" to include learning–career plans (grades 7–12) and career portfolio (focus in junior high school on life skills; focus in senior high school on transitions).

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Career Directions can compliment and expand the various career-support programs and services available in senior high schools in a variety of ways, by:

- encouraging students who need additional career coaching to meet with school counsellors
- helping communicate and market various career activities, such as career days, field trips, post-secondary visits, guest speakers
- helping students use the career centre to access quality sources of career information (print, video, web site)
- helping students access computerized personal assessment and career planning tools.

Key players in planning, managing and delivering career development programs in schools can include:

- school and school system administrators
- school guidance counselors
- career centre managers
- work experience coordinator
- business/community partnership coordinator
- school librarian
- school councils.

It is crucial that students in Career Directions have ready access to quality career information. Many schools have addressed this issue by establishing a career information centre in their schools—sometimes in the school library, sometimes adjacent to the school counsellor's office, sometimes in a separate location. These career centres provide information for students, parents and teachers and help manage the many career-related resources sent to schools.

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B. GENERAL AND SPECIFIC OUTCOMES

COURSE 1 OUTCOMES: INTRODUCTORY LEVEL

COURSE 1: **Portfolio/Career Plan: Foundations**

Description: Students build on work done in junior high school to develop a career tool kit and to establish and implement action plans for strengthening essential competencies and learning capacity.

Curriculum and Assessment Standards

General Outcomes	Assessment Criteria and Conditions	Suggested Emphasis
The student will: • develop a career portfolio, showing evidence of strengths and competencies, including: – summary of academic and personal skills – credentials and work experiences	*Assessment of student achievement should be based on:* Portfolio is complete, well-organized and provides a comprehensive picture of a student's strengths and competencies. (Portfolio Assessment Checklist—to be developed)	50
• describe career development processes for the 21st Century	Descriptions of the career development processes incorporate at least one scenario of an individual's career path for each of five key messages.❶	10
• outline a minimum of two personal learning–work plans (senior high school plus one year) including: – links to personal skills and interests – research of selected occupations	Learning–work plans: • show connection to personal goals • consider requirements for a senior high school diploma, costs of further learning and sources of support (financial and personal) • include comprehensive research into selected occupations, referencing labour market projections, skills required, opportunities for advancement, related occupations/work • are based on the use of at least two sources of career information, such as national/provincial occupational profiles, computerized career planning software.	30
• outline and implement a work plan for enhancing essential competencies (employability skills) and building learning capacity.	Work plan includes a personal assessment regarding essential competencies and present learning styles, and outlines a clear, practical strategy for improving skills and assessing progress.	10

❶ D. E. Redekopp, *New Messages in Career Development.* Paper submitted to Alberta Counsellors, 1993.

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Concept	Specific Outcomes	Notes
Career Portfolio Development	*The student should:* • describe the various types of portfolios • identify potential benefits/applications of career portfolios: – while in school – when leaving senior high school – throughout life • determine quality indicators for an effective portfolio. For example: – scope – appearance – key messages • organize personal information and materials into a career portfolio (new or enhanced) • present portfolio; e.g., target group of peers • critique portfolio presentation: – key expectations/interests of target – audience – timing/sequence – impact/feedback.	SP (pp. 37–40) MC (p. 24) Portfolio development • collect • consolidate/organize • select • reflect.
Life/Work Exploration (continued)	• describe the principles of effective career planning: – change is constant – follow your heart – focus on the journey – stay learning – be an ally And also: – believe in yourself • list key questions regarding: – selecting a career – succeeding in school – succeeding in life • identify potential sources of support in career planning; e.g., parents, career counsellors, teachers • complete "Career Planner"	LG (pp. 1–49)

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Concept	Specific Outcomes	Notes
(continued)	*The student should:*	
Life/Work Exploration	• describe the various types (alternatives) of work	MC (pp. 25–28)
	• identify career development support programs, resources and services: – school; e.g. career centre, library, guidance counselling office – community; e.g. local career development centres, library – web; e.g. Alberta Learning Information Service (ALIS) – Alberta career information hotline (1–800–661–3753)	MC (pp. 39–47) SP (pp. 21–25) ALIS web site: <http://www.alis.gov.ab.ca>
	• identify sources of financial support for further learning; e.g., personal savings, grants, loans, awards, scholarships: – qualifications – timelines	
	• research work opportunities and assess personal interest in: – two or more occupations – an industry sector – a post-secondary institution/program – a labour market training or adult development program – on-the-job training	MC (pp. 29–38)
	• develop a personal career decision-making grid.	

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Concept	Specific Outcomes	Notes
Personal Management	*The student should:* • inventory and analyze personal strengths, interests and accomplishments.	
Essential Competencies	• inventory ability to demonstrate essential competencies in various contexts: – used most frequently, least frequently – contexts when applied most effectively – contexts when applied least effectively • select one or two essential competencies for improvement • outline plan of action to improve essential competencies • implement action plan to improve essential competencies, monitor progress and adjust action plan as necessary.	MC (pp. 7–23) SP (pp. 4–20) Personal inventory: • skills/competencies/academic, technical, essential • personal characteristics • values/beliefs • learning experiences (formal/informal) • work experience (paid/unpaid) • personal networks. Action planning: • select area(s)/goals for improvement • identify sources of support • outline indicators of success • establish timelines, including benchmarks.
Learning Capacity	• describe personal learning styles and strengths, including: – learning styles – study skills • outline action plan for improving personal learning capacity • implement action plan to improve learning capacity; monitor progress; and adjust action plan, as necessary.	

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COURSE 2 OUTCOMES: INTERMEDIATE LEVEL

COURSE 2: **Portfolio/Career Plan: Expansion**

Description: Students build on work done at the introductory level to enhance their career tool kit and update their action plan for strengthening essential competencies and learning capacity.

Prerequisite: Course 1: Portfolio/Career Plan: Foundations (Introductory)

Curriculum and Assessment Standards

General Outcomes	Assessment Criteria and Conditions	Suggested Emphasis
The student will: • refine the career portfolio, showing evidence of strengths and competencies, including accomplishments over the past year	*Assessment of student achievement should be based on:* Portfolio is complete, well-organized and provides a comprehensive picture of a student's strengths and competencies. (Portfolio Assessment Checklist—to be developed)	50
• describe key challenges in career planning in the 21st Century, and outline personal strategies for addressing those challenges	Descriptions of key challenges are well-researched. Strategies for addressing those challenges identify potential sources of support available in the school and community.	20
• outline a minimum of two personal learning–work plans (senior high school plus five years), including: – links to personal skills and interests – research of selected occupations	Learning–work plans: • show connection to personal goals • consider requirements for a senior high school diploma, costs of further learning and sources of support (financial and personal). • include comprehensive research into selected occupations, referencing labour market projections, skills required, opportunities for advancement, related occupations/work • are based on the use of at least two sources of career information, such as national/provincial occupational profiles, computerized career planning software.	20
• refine work plan for enhancing essential competencies (employability skills) and building learning capacity.	Work plan includes a personal assessment regarding essential competencies and present learning styles, and outlines a clear, practical strategy for improving skills and assessing progress.	10

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COURSE 2: Portfolio/Career Plan: Expansion (continued)

Concept	Specific Outcomes	Notes
Career Portfolio Development	*The student should:* • assess portfolio in terms of quality indicators for an effective portfolio; e.g., scope, appearance and key messages • update list of personal benefits of portfolio (past, present and future) • expand and enhance career portfolio • critique portfolio presentation • present portfolio; e.g., target specific audience, program/work opportunity: – select key components of portfolio for specific presentations – key expectations/interests of target audience – timing/sequence – impact/feedback.	
Life/Work Exploration (continued)	• investigate career paths of one or two individuals in the workforce in terms of their personal reflections on career choices and challenges • update list of key questions regarding: – selecting a career – succeeding in school – succeeding in life • describe the role of a career mentor • review and update "Career Planner"	

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Concept	Specific Outcomes	Notes
(continued) Life/Work Exploration	*The student should:* • identify sources of labour market information; local, provincial, national • list key questions for investigating career opportunities: – by career field – by occupation – by industry sector • complete at least two career investigations • assess occupations investigated in terms of their career-decision making grid.	Career investigation: • roles and responsibilities • work environment • educational/training requirements • related credentials/awards • workplace learning opportunities • career paths • benefits • salary range • expectations/guidelines for hiring and firing • labour market projections.
Personal Management	• reflect on personal strengths, interests and accomplishments, and update inventory • describe work preferences.	Personal inventory: • skills/competencies (academic, technical, essential) • personal characteristics • values/beliefs • learning experiences (formal/informal) • work experience (paid/unpaid).

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COURSE 2: Portfolio/Career Plan: Expansion (continued)

Concept	Specific Outcomes	Notes
(continued) Essential Competencies (EC)	*The student should:* • reflect on and adapt action plan to improve essential competencies • implement action plan to improve essential competencies, monitor progress and adjust as necessary.	Action planning: • assess personal situation/status • celebrate area(s) of improvement (better skills, more contexts) • select new areas/goals for improvement • identify sources of support • outline indicators of success • establish timelines, including benchmarks.
Learning Capacity	• describe learning opportunities within the community • reflect upon and adapt action plan to improve learning capacity • implement action plan to improve learning capacity, monitor progress and adjust action plan, as necessary.	

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COURSE 3 OUTCOMES: ADVANCED LEVEL

COURSE 3: **Portfolio/Career Plan: Transitions**

Description: Students build on work done at the intermediate level to ensure their career tool kit can support them as they make the transition from senior high school into the workplace or post-secondary learning—a minimum of two career plans will be prepared.

Prerequisite: Course 2: Portfolio/Career Plan: Expansion (Intermediate)

Curriculum and Assessment Standards

General Outcomes	Assessment Criteria and Conditions	Suggested Emphasis
The student will: • refine the career portfolio, selecting components for specific applications related to personal career plans	*Assessment of student achievement should be based on:* Selection from portfolio is appropriate to select career goal, well organized and provides an effective representation of a student's strengths and competencies. (Portfolio Assessment Checklist—to be developed)	40
• present the career portfolio, selecting components for specific applications related to personal career plans	Presentation and selection from portfolio is appropriate, well-organized and provides an effective representation of a student's ability to meet standards for: • workplace entry and/or • post-secondary entry.	20
• revise learning–work plans in terms of: – five key messages – links to personal skills and interests – research into selected occupations	Learning–work plans: • consider present skills and interests • short- and long-term career goals • include comprehensive research into selected occupations, referencing workplace procedures and protocols, expectations for performance • are based on the use of at least three sources of career information.	20
• show evidence of ability to demonstrate essential competencies (employability skills), and use a variety of learning styles.	Demonstration—verbal, print, multimedia—represents a cross-section of the essential competencies and learning situations.	20

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COURSE 3: Portfolio/Career Plan: Transitions (continued)

Concept	Specific Outcomes	Notes
Career Portfolio Development	*The student should:* • list personal benefits of having a portfolio (past, present and future) • list quality indicators (scope, appearance, key messages) for an effective career portfolio • expand and enhance career portfolio • present portfolio; e.g., target specific work/post-secondary audiences: – select key components of portfolio for specific presentations • critique portfolio presentation: – key expectations/interests of target audience – timing/sequence – impact/feedback.	
Life/Work Exploration (continued)	• investigate career paths of more individuals in the workforce in terms of their personal reflections on career choices and challenges • update list of key questions regarding: – selecting a career – succeeding in school – succeeding in life • identify potential career mentors • review and update "Career Planner"	

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Concept	Specific Outcomes	Notes
(continued) Life/Work Exploration	*The student should:* • complete at least two new career investigations that relate to your personal career plans • assess occupations investigated in terms of their career decision-making grid • outline plan of action • prepare appropriate documentation: – application forms – résumés – letters; e.g., cover, reference, thank you.	Career investigation: • roles and responsibilities • work environment • educational/training requirements • related credentials/awards • workplace learning opportunities • career paths • benefits • salary range • expectations/guidelines for hiring and firing • labour market projections (local, provincial, national).
Personal Management	• reflect on and adapt inventory personal strengths, interests and accomplishments, and update inventory • update description of work preferences.	Personal inventory: • skills • personal characteristics • values • learning experiences (formal/informal) • work experience (paid/unpaid).
Essential Competencies (EC)	• reflect on and adapt action plan to improve essential competencies • implement action plan to improve essential competencies, monitor progress and adjust, as necessary.	Action planning: • assess personal situation/status • celebrate area(s) of improvement (better skills, more contexts) • select new areas/goals for improvement • identify sources of support • outline indicators of success • establish timelines, including benchmarks.

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Concept	Specific Outcomes	Notes
Learning Capacity	*The student should:* • describe learning opportunities within one or more workplaces: – formal/informal – workplace-recognized credentials • reflect on and adapt action plan to improve learning capacity • implement action plan to improve learning capacity, monitor progress and adjust action plan as necessary.	

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RESOURCES

Approved Resources (in process)

The following resources are being considered for approval.

Student References (Proposed for Basic)

- *Multiple Choices: Planning Your Career for the 21st Century*, Alberta Advanced Education and Career Development, 1999.
- *Skills Plus Handbook: Discovering Your Personal Career Assets*, Alberta Advanced Education and Career Development, 1999.

Teaching References

- *Lasting Gifts: Parents, Teens and the Career Journey*, Alberta Advanced Education and Career Development, 1995.
- *Career Directions Field Review Support Guide*, Alberta Learning, School Career Transitions Unit—in development.
- *Everyday Career Development: Facilitator Guide*, Dave E. Redekopp, 1994.

The above noted resources are available from the Learning Resources Distributing Centre and are free of charge to Albertans.

Other References

- *Creating a Career Skills Portfolio,* Alberta Education, 1997, Order No. 349466.
- *Employability Skills Portfolio: Creating My Future.* Learning Resources Distributing Centre, Alberta Learning, (1994), Order No. 297574–01.
- *Employability Skills Portfolio: Instructor's Guide.* Learning Resources Distributing Centre, Alberta Learning, (1994), Order No. 297566–01.
- Comprehensive Career Development System Resource Guide—in development

Additional resources will be reviewed and, if appropriate, approved.

Other Sources of Support

A rich inventory of learning and teaching resources is available free of charge through Alberta Human Resources Development, Human Resources Development Canada.

The Career Shop (catalogue)
Career and Labour Market Information
Alberta Human Resources and Employment
6th Floor, 9940 – 106 Street
Edmonton, Alberta T5K 2VI
Telephone: 780–422–1784
Fax: 780–422–5319
Email: <careerinfo@gov.ab.ca>
Internet: <http://www.aecd.gov.ab.ca/ careershop>.

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Building Your Future (catalogue)
Human Resources Development Canada
Public Enquiries Centre
140 Promenade du Portage
Hull, QC K1A 0I9
Fax: 819–953–7260
Internet: <http://www.hrdc-drhc.gc.ca/career-carriere>

As well, occupational information is available from various professional and industry organizations. For additional career references and contact information, refer to the Career Directions Implementation Support Guide (in development).

There is an extensive array of career information on the web. The Alberta Learning Information Service (ALIS) provides a quality-controlled gateway to information on careers, work and learning: <http://www.alis.gov.ab. ca>.

Professional Development

A variety of support systems are in place to help address the professional development needs of teachers, counsellors, administrators and parents. For example, Local Career Development Centres may offer workshops and programs related to career development. Some have workshops designed specifically for teachers and parents. As well, courses on career counselling are available through the University of Calgary, University of Lethbridge, Athabasca University and Concordia College.

LEARNING AND TEACHING RESOURCES

Student References: (Provided)

- (MC)—*Multiple Choices: Planning Your Career for the 21st Century*. Alberta Advanced Education and Career Development, 1999, LRDC Catalogue No. 359069
- (SP)—*Skills Plus Handbook: Discovering Your Personal Career Assets*. Alberta Advanced Education and Career Development, 1999, LRDC Catalogue No. 378142

Teaching References: (Provided)

- (LG)—*Lasting Gifts: Parents, Teens and the Career Journey*. Alberta Advanced Education and Career Development, 1995, LRDC Catalogue No. 306854
- *Career Directions Field Review Support Guide*. Alberta Learning, School Career Transitions Unit (780–422–3213; dial 310–0000 for toll free call)

Other References:

- *Creating a Career Skills Portfolio* (LRDC)

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